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Education of Hungarian Student Refugees
Commissioner Derthick Explains Policy

In order to clarify the status of Hungarian refugees in the United States and indicate the steps that have been taken to provide educational opportunities for them, Commissioner Derthick last month sent out the following letter:

TO: College and University Presidents

Dear Colleagues:

THE GREAT EFFORT which we are now making to provide new lives and new homes for these Hungarian people who have escaped from Communist Hungary following the recent uprising there presents all of us with a special challenge in service to humanity. We should remind ourselves that these courageous men and women face the problem of reestablishing themselves and their families in a strange land. Traditionally education has borne a heavy responsibility in assisting newly arrived peoples to understand the principles of democracy and the way of life which our country presents. I am, therefore, bringing to your attention certain of the problems which the educational community faces in carrying out one of its traditional tasks.

The United States has accepted approximately 25,000 Hungarian refugees for admission to the country. Several thousand more will arrive in the next few months. Hungarians who arrive in the United States are classified in two categories under the provisions of the Immigration and Nationality Act:

1. *Quota immigrants.*—Under the Act, 846 quota immigrants may be received from Hungary annually. Quota immigrants are eligible to become citizens upon the completion of five years of residence and the meeting of all other requirements, including educational requirements.

2. *Parolee immigrants.*—The great majority of Hungarian refugees have been admitted under the terms of the Act which provides for the admission of nonquota immigrants as "parolees." Immigrants occupying this status are not eligible for citizenship and can become eligible only by the passage of special legislation by the Congress. President Eisenhower has requested and the Congress is now considering such legislation.

Quota immigrants can, of course, prepare themselves for citizenship through the usual approved educational programs established in school systems

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for this purpose. While immigrants in "parolee" status are not yet eligible for citizenship, we are advised by authorities of the Bureau of Immigration and Naturalization that they are permitted to enter citizenship classes in certain school systems and in certain States.

Camp Kilmer, New Jersey, has been chosen as the entry point for all Hungarian refugees. I am attaching for your information and utilization a copy of the "Outline of the Organization and Work of the President's Committee for Hungarian Refugee Relief in Assisting in Resettlement of Hungarian Refugees," dated January 7, 1957. This outline provides a general description of the function of Camp Kilmer as an emergency station for receiving, processing, and resettling all Hungarian refugees.

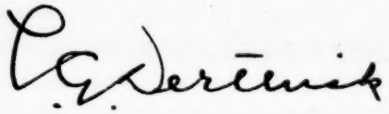
Dr. John A. Krout, Provost of Columbia University and a member of the President's Committee for Hungarian Refugee Relief, with the cooperation of the World University Service, the Institute of International Education and the National Catholic Welfare Conference, has been charged with the responsibility of assuring appropriate educational opportunities for Hungarian college and university students received at Camp Kilmer. It is estimated that a maximum of 2,000 students may need to be provided for in United States colleges and universities. Approximately 600 students have already been received. Financial provision has been made for most of these students. However, further scholarship and other financial aid must be provided for the additional incoming students. Accordingly, offers of scholarships, including assistance for board and room, are still needed. In accordance with the outline of procedures referred to above, offers of such assistance may be addressed directly to Dr. John A. Krout, Columbia University, New York City, for transmittal to the appropriate agencies.

Through the generosity of private funds, provision has been made for a 9-week program of orientation and intensive instruction in English for all Hungarian students. Hungarian students whom you desire to consider for admission to your institution may, therefore, be assumed to have undergone this program and thus be better prepared to take their place in your student body.

The Department of Health, Education, and Welfare maintains a liaison representative at Camp Kilmer to assist in the development and coordination of the Department's work for refugees. In addition, the Office of Education has assigned a staff member in a liaison capacity to assist in meeting educational problems of Hungarian refugees. We shall thus be enabled to respond to inquiries concerning such educational problems with which you may be faced.

President Eisenhower, through his Committee for Hungarian Refugee Relief, has made it clear that the task of assisting the Hungarian refugees in finding useful and satisfying places in American life is primarily the job of the voluntary agencies, with the Federal Government furnishing such assistance as may be needed to "back-stop" the work of these agencies. We in the Office of Education, therefore, conceive our task to be to assist the voluntary agencies which are working in the field and to help those of you in higher education who are concerned with receiving Hungarian students into your institutions.

Sincerely yours,



L. G. DERTHICK
Commissioner of Education.

Study of University Overseas Activities

A STUDY of the numerous overseas activities of American universities will be conducted by Michigan State University with a grant of $268,400 from Carnegie Corporation of New York.

For many years professors from American institutions have taught or carried on research abroad, but in the last 10 years technical assistance programs of the Federal Government and private agencies have greatly increased the role of our universities outside the borders of the United States. Nearly 100 American schools now participate in the Government programs alone, at an annual cost of about $20 million. The Michigan State study will seek to appraise these activities and to identify the most promising lines for future development.

Interest in the roles that American universities play overseas was increased by President Eisenhower's Baylor University speech of May 1955, in which the President called on American schools to help other nations develop their "human and natural resources, and also provide a two-way avenue of communication."

The University of Wisconsin—Milwaukee: Report of an Educational Merger

By J. KENNETH LITTLE*

IN September 1956, the University of Wisconsin—Milwaukee opened its doors as a new unit and integral part of the University of Wisconsin.[1] The new 4-year undergraduate institution resulted from the merger of the Wisconsin State College, Milwaukee, and the Milwaukee Center of the University of Wisconsin Extension Division into a single institution under the government of the Regents of the University of Wisconsin.

The State College, a 4-year institution devoted primarily to teacher education, had previously been a unit of the State college system under the government of the board of State college regents. It enrolled 2,300 students. The Milwaukee Center of the University Extension Division had previously offered (1) the first 2 years of instruction in many of the university's undergraduate degree courses; (2) a limited program of graduate instruction in education, engineering, social work, and a few other departments; and (3) an extensive program of credit and noncredit courses taken primarily by adults in its evening division. The Milwaukee Extension Center enrolled 1,600 students in its day program and about 3,400 in its evening programs.

The new institution has two campuses. The campus of Wisconsin State College, located 3½ miles from the center of the business district, is now known as the Kenwood campus. The Milwaukee Extension Center, located near the center of the business district, is now the downtown campus.

The legislation authorizing the merger was enacted in October 1955, and directed that it be effected by January 1, 1957. The new institution came into being 4 months ahead of the target date. Between December 1955, and September 1956, the basic purposes, programs, and policies of the new institution were defined, the college and departmental structure was outlined, the separate departmental faculties of the two existing units were fused, the administrative organization was determined, working relationships between members of the new institution and their associates on the Madison campus were established, the instructional program for the following year was arranged, and the 1956–57 budget request for the merged institution was drawn and submitted to the regents of the University of Wisconsin.

This task was accomplished through recommendations developed by committees of faculty members and administrative staff drawn from the State College, the Milwaukee Extension Center, and the Madison campus, working only under the mandate of the basic legislation.

The highlights of this venture and a description of the basic organization of the University of Wisconsin—Milwaukee and its relationships to the Madison campus follow.

A Coordinating Committee Is Created

After years of study and debate, the Wisconsin Legislature in October 1955, determined upon a plan for coordinating Wisconsin's State-supported institutions of higher education. The legislation created a coordinating committee on higher education.

The Coordinating Committee on Higher Education was formed soon after this legislation was approved by the Governor. The first meeting of the Committee was set for early January 1956.

The committee is authorized to (1) determine the overall educational programs to be offered in the several units of the State-supported system; (2) plan for efficient use of existing plant and personnel and the coordinated expansion of plant and facilities; (3) review and consolidate the budget requests of the institutions and present a single budget request to the Governor; (4) make studies of the State's needs for public-supported higher education and present legislative proposals based on such studies; and (5) establish plans to encourage and promote private grants and gifts to the State-supported institutions.

The committee is composed of 5 members of the regents of the University of Wisconsin, 5 members of the board of regents of the State colleges, 4 citizens

*Vice President, University of Wisconsin.

[1] University of Wisconsin—Milwaukee enrolled last fall 4,481 students in its day program and a comparable number in its evening division.

who are appointed by the governor with the advice and consent of the State Senate, and the State superintendent of public instruction.

The chairmanship of the coordinating committee alternates annually between the president of the regents of the Univeristy of Wisconsin and the president of the board of regents of the State colleges. The coordinating committee has no administrative budget and no professional or technical staff of its own, but it is authorized to use the services of the administrative and technical staffs of the institutions under its government to aid in its studies and activities.

The regents of the University of Wisconsin and the Board of Regents of the State colleges retain the responsibilities and powers previously conferred upon them for the immediate government of their respective institutions, but, as was pointed out above, the coordinating committee now has the authority and responsibility (1) to prepare and present a single consolidated budget for all institutions, and (2) to to determine the overall programs to be offered in the state-supported institutions of higher education.

Merger of Institutions is Directed

A part of the legislation directed the Coordinating Committee to merge the State-supported institutions in Milwaukee into a single institution. This provision directed that the merged institution (1) offer a 4-year program of undergraduate instruction; (2) "be operated as an integral part" of the University of Wisconsin; and (3) be under the supervision of a provost responsible to the president of the university. It also directed (1) that the faculty of the institution have the "same degree of self-government" as other units of the university; (2) that the degrees granted by it have "the same status" as those granted by other university units; (3) that faculty members of the State College retain the tenure status they had previously earned under Wisconsin statutes; (4) that no employee of the Milwaukee units may be separated from service or suffer salary loss because of the merger; and (5) that the current educational programs of either of the two units be "continued, enriched and strengthened on an integrated basis."

The University of Wisconsin Acts

Anticipating that the coordinating committee would wish to move quickly toward affecting the merger, the president of the university appointed an "ad hoc" committee of 30 staff members to study the problems involved and to develop principles and procedures for the establishment of the merged institution. The committee members were drawn as follows: 10 each from the faculty and administration of (1) the State College, (2) the Milwaukee Extension Center, and (3) the Madison campus of the university.

When the newly formed coordinating committee met on January 5, 1956, the "ad hoc" committee presented its suggestions. These suggestions included the setting of the target date of September 1, 1956, for accomplishing the merger, indicating the types of administrative decisions to be reached, and furnishing a time table for completing the merger. The coordinating committee approved these suggestions and requested the regents of the State Colleges and of the university to move promptly in the directions indicated.

The Situation is Difficult

This was the situation in January 1956. The State College and the Milwaukee Extension Center had to complete the school year as separate institutions operating under separate administrative direction and separate budgets; but both institutions had to ready themselves for operation as a single unit, the exact nature of which would unfold only through the processes of the coming group discussions, decisions, and actions. The administrative organization and personnel of the new institution were not then known. The potential student enrollment and staff requirements were undetermined. The academic departments and the instructional programs of the separate units were organized upon unlike patterns. Different arrangements for student admission, fees, activities, and services prevailed. Important differences existed in administrative practices and faculty participation in the Milwaukee and Madison units.

The president of the university promptly asked his "ad hoc" committee to assume responsibility for developing recommendations for accomplishing the merger in an expeditious and orderly manner. This committee quickly organized itself as a general policy review committee, and established a 10-member executive committee.[2] The executive com-

[2] The executive committee: Madison Campus: E. B. Fred, president of the university, Chairman: I. L. Baldwin, vice president, academic affairs; J. Kenneth Little, vice president, student affairs; M. H. Ingraham, dean, college of letters and science, secretary.

Wisconsin State College, Milwaukee: J. Martin Klotsche, president; Robert A. Norris, dean of instruction; Gordon Haferbecker, professor of economics.

Milwaukee Extension Center: George A. Parkinson, director; Joseph G. Baier, professor of zoology; John W. Teter, professor of social work.

mittee was instructed to coordinate the activities of all subcommittees to be formed; to perform such administrative duties and functions as would be required pending the appointment of the provost of the new institution; and to bring its reports and recommendations to the policy review committee for consideration and action. Actions of the policy review committee were presented as recommendations to the regents of the university.

Each subcommittee was responsible for developing recommendations and procedures for effecting the aspects of the merger in its area. Within a short while 25 subcommittees organized around special problems of interest areas had been formed. The subcommittee members were faculty or staff members drawn equally from each of the three educational units except when the problem did not involve relationships with one of the units. Thirty different faculty and staff members from the Milwaukee Center of the University Extension Division, 45 from the State College, and 41 from the Madison campus of the university were members of these subcommittees. One subcommittee used 2 students from each unit. Each subcommittee was authorized to use other staff members as its work required, and all staff members of the units being merged were involved in some stage of the process. The chairmen of some of the major faculty committees of the Madison campus were also involved.

The range of the activities of these committees is well described by listing them: Admissions and records; calendar; catalogs; enrollment estimates; fee structure; fiscal questions; space utilization; student financial aids; colors, symbols and emblems; credits for ROTC; student affairs; definition of faculty; teacher education programs; evening-extension programs; graduate programs; intercollegiate athletics; long-range building program; faculty welfare; art and music education; teaching load; public relations; radio and television; implementation of policies.

The task had two major phases: (1) To prepare for the operation of the two Milwaukee units as a single institution in the academic year 1956–57, and (2) to establish the basic understandings and relationships essential to operation of the single institution as an integral part of the University of Wisconsin.

Guiding Principles Are Adopted

Early in the deliberations a statement of "guiding principles" was drawn and adopted. This statement declared that the purpose was to provide for the Milwaukee metropolitan area a collegiate unit of the University of Wisconsin which would (1) serve the many youth of that area who must live at home if they are to go to college, (2) offer a "broad, comprehensive evening school program," and (3) play a significant role in the "civic, cultural and artistic life of the city."

The statement promised that:

> The University will exert every effort to the end that the Milwaukee unit will be of the highest quality, seeking to develop a staff of great strength with the present faculty as a nucleus, to unite the scholars of the two existing Milwaukee institutions into a single cooperating community, to provide adequate facilities for an enlarging program, and to develop this program as an integral part of the whole University.

Milwaukee Units Are Merged

A first order of business was the merging of the separate departmental faculties of Wisconsin State College and the Milwaukee Extension Center. Departmental structure differed. Departments at Wisconsin State College were organized primarily around a teacher-education program. Departments at the Milwaukee Extension Center followed primarily the pattern of organization of the university's schools and colleges. The separate departments were asked to meet jointly and (1) to make recommendations for departmental structure in the merged institution, (2) to nominate chairmen for the 1956–57 school year, (3) to begin preliminary study of the new departments' course offering for the 1956–57 year, and (4) to undertake assignments required in the preparation of the annual budget soon to be requested.

Admission officers were asked to make recommendations on the organization of the work required in the advising, admission, and registration of students in the new institution. Student personnel officers undertook similar tasks in the field of student life, activities, and services.

The State College and the Milwaukee Center belonged to separate intercollegiate athletic conferences. The athletic directors and coaches undertook to recommend the policies and actions in this field.

The business officers developed recommendations for the organization and administration of the fiscal affairs, physical plant, and business operation of the new institution.

The executive committee assumed responsibility for the formulation of the budget request for the new institution. This required the estimating of enrollments, space needs, and long-range building needs; arranging for the remodeling of existing facilities; and presenting a budget request for the Milwaukee unit to the regents of the university.

In these activities, the faculty and staff of the two Milwaukee units were joined by representatives from appropriate units of the Madison campus.

Meetings were held sometimes in Madison, but more often in Milwaukee. The executive committee met 16 times. The policy review committee met 4 times. Progress was steady and rapid. All major deadlines were met. Participation by the many staff members resulted in a high degree of understanding and "esprit de corps" in a situation which initially was fraught with a measure of apprehension and insecurity.

Relationships to Madison Campus Are Spelled Out

The merger of the two Milwaukee units was but part of the problem. The manner of operating the merged institution as "an integral part of the University of Wisconsin" had also to be developed. The subcommittee on implementation of policies had the important and difficult task of spelling out the relationships of the Milwaukee unit to the Madison campus. The committee's recommendations, however, were quickly ratified by the university faculty and approved by the regents of the university.

Basically, these recommendations prescribe (1) that members of the faculty of the new institution are also to be full members of the university faculty including membership in faculty divisions, and right to serve on its committees; (2) that the schools and colleges of the Milwaukee institution are to be coordinated with similar schools and colleges of Madison, and that major matters affecting school or college policies and standards at either institution are to be referred to conference committees of members from both Milwaukee and Madison campuses before final action is taken; (3) that faculty members of the Milwaukee institution are to have the same relationships to the graduate school and its committees as other members of the university faculty have:[3] and (4) that the academic departments of the Milwaukee institution are to be separate but coordinate departments of the university. These departments are to be responsible through their chairman, to the dean of their school or college. Such matters as establishing new courses, quality requirements, prerequisites, appointments to tenure, or other major matters of policy or standards, shall be referred to departmental conference committees with membership from like departments on the Madison and Milwaukee campuses before final action is taken.

The conference committee procedure was extended to all major areas of university operation and was designed to secure a high degree of joint consideration of and cooperation in matters bearing on the quality of staff and instructional standards.

The New Institution Takes Form

In June 1956, the major administrative posts had been determined, and the new officers were appointed.[4] These officers included a provost who is responsible directly to the president of the university; a vice provost who is also director of business affairs; a dean of student affairs; deans of two academic units; and an executive officer representing the graduate school.

The University of Wisconsin—Milwaukee has a college of letters and science with 22 academic departments; a school of education, with 6 departments and an elementary laboratory school; a division of commerce; a division of engineering; a department of pharmacy; a department of home economics; and an evening division. The schools and colleges have their own deans who are wholly responsible to the provost. The academic divisions and departments have heads who are responsible to the provost for administrative matters, but to the deans of the comparable units at Madison for academic matters.

By July 1, 1956, events had moved far enough to transfer the fiscal operations and the financial management of the merged institution to the regents of the University of Wisconsin.

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[3] Certain graduate programs are operated by the University at the Milwaukee institution.

[4] Administrative Officers: Provost, J. Martin Klotsche; vice provost and director of business affairs, G. A. Parkinson; dean of student affairs, Robert A. Norris; dean, College of Letters and Science, Joseph G. Baier; acting dean, School of Education, Glen G. Eye; executive officer, Graduate School, James G. Van Vleet, director of engineering division.

On September 11, 1956, the policy review committee took its final actions and concluded its tour of duty. Since then a detailed report summarizing the actions which led to the establishment of the University of Wisconsin—Milwaukee and describing the relationships between it and the Madison campus of the university has been prepared.[5]

Some Observations

This educational development in Wisconsin has certain features which may be unique. The writer knows of no precedent for the administrative arrangement adopted by the Wisconsin Legislature for the coordination of a State system of higher education. There may be no previous instance in which two separate State-supported institutions in the same city have been combined to become an integral part of a third institution located in another city. There must have been few, if any, previous attempts to accomplish an administrative task of this complexity and scope wholly by committee action.

The entire project was a lesson in the efficacy and wisdom of the democratic process when blessed with good leadership and a high degree of patience, understanding, and effort by the persons and groups involved. Many people spent many hours in travel, in meetings, in gathering facts, in writing reports, in discussion, and in argument. The number of man-hours of time consumed was large. The total experience, however, accomplished these important secondary purposes: It enabled the new faculty members of the university to become thoroughly oriented to the University of Wisconsin "way of life"; and it launched the University of Wisconsin—Milwaukee with a wide base of informed understanding and interest throughout the entire community of the University of Wisconsin.

Fulbright Scholars Available for Lectures

THE CONFERENCE BOARD of Associated Research Councils, Committee on International Exchange of Persons, has for distribution to institutions that may be interested a list of visiting Fulbright scholars available for occasional lectures or short visits. The list gives the name and position of each scholar in his home country, his address in the United States, and suggested topics or fields for lectures. The address of the Conference Board is 2101 Constitution Avenue NW., Washington 25, D. C.

Cooperative Study in Higher Education

TWENTY INSTITUTIONS of higher education in 14 States have agreed to cooperate with the Office of Education in a study of (1) the problems growing out of multiple student applications and admissions, and (2) the influence of student financial ability on attendance and persistence in college.

This is the first project in which a group of institutions has joined in attacking a common research problem in cooperation with the Office under provisions of Public Law 531, 83d Congress. The 20 institutions will share a total of $75,000 in Federal funds from current appropriations to assist in defraying the expenses of the study, and the division of higher education will coordinate the activities of the cooperating institutions and issue a summary report.

State Legislation on Surplus Property Needed

IT APPEARS that some States may have to take immediate legislative action in order to qualify for further distribution of Federal surplus property. Public Law 655 (84th Cong., 2d sess.) approved by the President, July 3, 1956, contains the following statement: "In the case of any State which on the date of enactment of this Act has not designated a single State agency for the purpose of distributing surplus property pursuant to subsection 203 (j) of the Federal Property and Administrative Service Act of 1949, as amended, transfers of such property may be made * * * to the State agency heretofore designated in such State * * * or in the absence of any such agency * * * to any State agency or official authorized under State law to receive and distribute such property, *until ninety calendar days have passed after the close of the first regular session of the legislature of such State beginning after the date of enactment of this Act.*"*

[5] *A Summary Report of the Actions Leading to the Establishment of the University of Wisconsin.* A mimeographed document setting forth the procedures used in organizing and establishing this new unit of the university [of Wisconsin], and the principles and actions upon which its operation is based. University of Wisconsin, Madison, Wis., January 1957. 84 p.

* Italics added.

Graduate Fellowships and Assistantships in State Universities and Land-Grant Institutions

By W. HUGH STICKLER*

HOW are graduate appointments made in institutions of higher education? What service is required of appointees in return for their stipends? How much money is available in land-grant colleges and State universities for graduate fellowships? These and other questions have been answered by a recent study conducted at the Florida State University in order to obtain information which might lead to improvement in that institution's program of graduate appointments.[1] This article deals with the highlights of the findings of the study.

Source of Information

A 7-page questionnaire was sent to the dean of the graduate school of each of 68 State universities and land-grant institutions attended predominantly by white students. Fifty-nine, or 86.8 percent, of the questionnaires were returned. Five, however, contained such meager information as to be unusable. The findings here summarized, therefore, are based upon returns from 54 institutions—79.4 percent of the original 68 to whom questionnaires were sent.

Titles and Service

The study revealed, first of all, that graduate appointees are designated (1) by a variety of titles—for example, graduate assistant, teaching assistant, research assistant, graduate fellow, graduate counselor, service assistant, teaching associate, administrative fellow, industrial fellow, contract fellow, honorary fellow, and others; and (2) by a variety of groupings of terminology—for example, graduate fellow and graduate assistant or contract fellow, teaching assistant, and research assistant. The 54 institutions here studied listed no less than 20 different combinations of designations.

Some graduate appointees perform no service in return for the stipends they receive. Usually these appointees are designated as "graduate fellows," although this study revealed some fellows who do perform some service in return for their stipends. On the other hand, large numbers of graduate appointees perform a variety of significant and necessary services: Classroom teaching; laboratory teaching or supervision; library service; clerical work; routine office work; administrative work such as dormitory work, college facility management; counseling service; grading papers; research, writing, and/or other creative work; and still other services.

Programs of Appointments

Programs of graduate appointments in State universities and land-grant institutions are administered within different frameworks. In approximately one-half of the institutions studied, the several departments, schools, and/or colleges recommend individuals for graduate appointments, but the appointments are made by an institution-wide agency, generally the dean of the graduate school, the graduate committee, or the graduate council. In approximately one-fourth of the institutions graduate appointments are entirely the responsibility of the departments, schools, and/or colleges. In the remaining institutions included in this study various other patterns of administrative practices prevail.

The study showed that the great majority of graduate appointments are made before April 15, and that substantial numbers of appointments are made before or during the month of March. In only a small number of institutions does the usual time for making graduate appointments fall on or after May 1.

Time Responsibility and Stipends

The study failed to reveal any general trends in the practice of determining the number of categories of time responsibility used in appointing graduate assistants. Eight institutions use only one time-responsibility category, that is, all on one-fourth time or all on one-half time. On the other hand, each of six institutions uses no less than six different

*Director, Office of Educational Research and Service, Florida State University.

[1] *A Study of Graduate Fellowships and Assistantships in the Florida State University and in Other State Universities and Land-Grant Institutions, 1955–56.* Tallahassee, Fla., Florida State University, 1956. The study was made by the Office of Educational Research and Service assisted by an ad hoc committee on graduate fellowships and assistantships of the Council of Academic Deans. OERS was solely responsible for the compilation and summarization of data and for the production of the final report.

time-responsibility categories (¼, ⅛, ½, ⅜, ¾, full-time). The findings are characterized far more by diversity than by uniformity of practice. However, in cases of graduate appointments requiring student services in return for the stipend, no institution studied uses a time-responsibility category requiring less than one-fourth of the student's time.

Stipends involving a given part of the graduate appointee's time vary widely among State universities and land-grant institutions. Not infrequently the stipend granted for a given time-responsibility category in one institution will be 2, 3, or even 4 times that granted in another institution.[2]

Mean stipends were determined for three time-responsibility categories for three types of graduate appointees. These data are shown in table 1. It will be observed that in every bracket of time responsibility (1) the mean stipend for a research assistant was larger than the mean stipend for a teaching assistant and (2) the mean stipend for a teaching assistant was larger than the mean stipend for a graduate assistant.

Generally speaking, graduate appointees working in the areas of the natural sciences receive somewhat higher stipends (for example, one-fourth time, $50 to $75; one-half time, $50 to $100; three-fourths time, $75 to $175) than graduate appointees working in other areas such as social sciences or humanities.

In return for his stipend the average appointee on one-fourth time is ordinarily expected to work about 10 hours a week; the average appointee on one-half time, about 20 hours a week; and the average appointee on three-fourths time, a little less than 30 hours a week. In most cases an appointee on one-fourth time will carry 12 or 13 semester hours; on one-half time, about 10 semester hours; and an three-fourths time, 7 or 8 semester hours of academic work at the graduate level.

Table 1.—Mean stipends for three types of graduate appointees academic year 1955–56

Time responsibility category of appointment	Mean stipend by type of appointee		
	Research assistant	Teaching assistant	Graduate assistant
One-fourth	$858	$794	$790
One-half	1,458	1,420	1,360
Three-fourths	2,302	2,227	1,928

[2] Of all the stipends assigned, regardless of the time-responsibility category, 98.3 percent had cash values of $500 or more.

Academic Requirements for Appointments

For virtually all graduate appointments the minimum academic requirement is the baccalaureate degree. This level of achievement is generally considered adequate for most of the duties performed by graduate appointees—research assistant, laboratory teaching, paper grading, and the like. The requirements for classroom teaching, however, are frequently higher. More than half of the institutions participating in this study require at least the master's degree of graduate appointees assigned to classroom teaching.

Tuition and Fees

Should graduate appointees pay full tuition and fees as do other graduate students, or should they be exempt from the payment of part or of all such tuition and fees? Graduate deans indicated the policies of their respective institutions on the question, as shown in table 2.

Table 2.—Tuition and fee payment among graduate fellows and assistants

Tuition-fee policy	Fellow		Assistant	
	Number	Percent	Number	Percent
Pays usual tuition and fee in full	14	25.9	5	9.3
Exempt from payment of out-of-state tuition differential; pays other fees	24	44.4	30	55.5
Tuition and fees reduced	2	3.7	4	7.4
Exempt from payment of all tuition and fees	11	20.4	15	27.8
No response	3	5.6	0	0
All tuition-fee policies	54	100.0	54	100.0

It will be noted that policies on tuition and fees for graduate fellows and assistants vary widely among the State universities and land-grant institutions of the United States. Policies vary from full tuition-and-fee payments to complete exemption from these financial obligations. The modal policy is

to exempt graduate appointees from the payment of the out-of-state tuition differential but to require them to pay all other fees usually paid by graduate students. Some evidence in the data indicates greater financial leniency, in the form of tuition and/or fee reduction and/or waiver, for graduate assistants than for graduate fellows.

Table 3.—Total number of graduate students in relation to total number of graduate appointments, academic year 1955–56

Institution	Total number graduate students in residence	Number graduate appointments			Percent graduate students holding appointments
		Fellowships	Assistantships	Combined	
A	3,485	950	610	1,560	44.8
B	3,056	222	1,500	1,722	56.3
C	2,549	35	300	335	13.1
D	2,213	99	652	751	33.9
E	1,700	33	440	473	27.8
F	1,689	23	83	106	6.3
G	1,585	[1] NR	[1] NR	1,016	64.1
H	1,413	[1] NR	[1] NR	284	20.1
I	1,400	80	450	530	37.9
J	1,234	23	202	225	18.2
K	1,121	66	330	396	35.3
L	902	100	288	388	43.0
M	853	27	224	251	29.4
N	768	24	286	310	40.4
O	723	15	213	228	31.5
P	641	[1] NR	[1] NR	300	46.8
Q	605	28	180	208	34.4
R	530	45	44	89	16.8
S	525	15	91	106	20.2
T	517	8	89	97	18.8
U	512	22	172	194	37.9
V	494	3	190	193	39.1
W	488	6	225	231	47.3
X	425	16	40	56	13.2
Y	374	60	35	95	25.4
Z	294	21	139	160	54.4
AA	256	4	32	36	14.1
BB	250	3	80	83	33.2
CC	216	22	51	73	33.8
DD	193	17	56	73	37.8
EE	185	2	63	65	35.1
FF	148	4	20	24	16.2
GG [2]	139	2	6	8	5.8
HH [2]	56	5	24	29	57.8
MEAN	928	[3] 64	[3] 230	315	33.9

[1] NR: No response.

[2] The highest degree offered in each of these institutions is the master's degree. Each of the other institutions offers the doctoral degree in one or more areas, usually several.

[3] Mean calculated for the 31 cases indicated.

Number of Graduate Students and Appointments

Thirty-four (34) institutions supplied information on the total number of graduate students in residence and the number of graduate fellows and graduate assistants. These data, which are for the academic year 1955–56, have been brought together in table 3. The institutions are listed in order of the total number of graduate students in residence.

Table 3 indicates a wide variety of practices concerning graduate appointees among American State universities and land-grant institutions. Among the 34 institutions included in this part of the study the number of graduate students in residence ranged from 3,485 to 56, the mean being 928. The total number of graduate appointees range from 1,722 to 8, the mean being 315. The percentage of graduate students holding graduate appointments ranged from 64.1 percent to 5.8 percent, the percentage for all institutions combined being 33.9 percent.

Funds for Graduate Assistants and Fellows

The graduate deans who participated in this study were asked to indicate the amounts of money their respective institutions had available during the academic year 1955–56 for (1) graduate fellowships, (2) graduate assistantships, and (3) all graduate appointments combined. They were asked further to indicate the sources from which these funds came. Several of the respondents either stated that the information was not readily available and asked to be excused from the obligation or simply did not supply the information. Thirty-one (31) institutions, however, supplied the requested information. These data have been tabulated in table 4. In this table the institutions have been listed in descending order according to the total amount of money available for graduate appointments.

Table 4 shows a very great range in the total amount of funds available for graduate appointments in these 31 State universities and land-grant institutions during 1955–56—from a high of $2,620,000 to a low of $15,960. The mean figure was $429,238, the median $214,120.

Table 4 indicates for most institutions the amounts of money coming from State funds and from non-State funds. The non-State funds came from contracts, private philanthropy, and other sources.

Conclusion

As a result of this study the Florida State University has already taken steps to strengthen its program of graduate fellowships and graduate assistantships; in the years that lie ahead, for example, the stipends will be substantially increased. It is hoped that other major State-supported institutions may also find the results of this study useful in appraising and improving their respective programs of graduate appointments.

Table 4.—Funds for graduate fellowships and assistantships in State universities and land-grant institutions Academic Year 1955–56

Institution [1,2]	Total funds available for graduate appointments	Total fellowship funds	Total assistantship funds	Source of funds				Source of non-state funds					
				State funds		Non-state funds		Contracts		Private philanthropy		Other sources	
				Fellowship	Assistantship	Fellowship	Assistantship	Fellowship	Assistantship	Fellowship	Assistantship	Fellowship	Assistantship
A [3]	$2,620,000	$1,890,000	$730,000										
B [3]	2,526,523	276,523	2,250,000	$132,000	$1,390,000	$144,523	$860,000			$121,023		$23,500	
C [3]	1,898,198	380,000	1,518,198										
D [3]	731,000	46,000	685,000	10,000	445,000	36,000	240,000						
E [3]	615,000	115,000	500,000	75,000	300,000	40,000	200,000		$200,000				
F	545,500	145,500	400,000	40,500	308,500	105,000	91,500		60,000	105,000	$25,000		$6,500
G	399,999	134,644	265,355	24,000	34,218	110,644	231,137		150,373	76,982	80,764	33,662	
H [3]	381,028	13,850	367,178	13,850	214,208		152,970						
I [3]	349,048	2,700	346,348										
J	342,506	18,406	324,100	10,574	264,600	7,832	59,500		56,500		3,000	7,832	
K	337,500	10,000	327,500		255,000	10,000	72,500		42,500			10,000	30,000
L	296,085	27,156	268,929		268,929	27,156		$11,125		11,550		4,481	
M	294,850	34,850	260,000		230,000	34,850	30,000		30,000	34,850			
N	283,306	53,628	229,678	7,500	229,678	46,128						46,128	
O [3]	216,750	56,750	160,000	6,750	60,000	50,000	100,000						
P [3]	214,120	39,200	174,920	39,200	132,750		42,170						
Q	181,000	45,000	136,000	20,000	136,000	25,000		20,000				5,000	
R [3]	124,000	65,000	59,000		59,000	65,000							
S [3]	120,800	19,200	101,600	3,300	79,800	15,900	21,800	1,330				14,570	
T [3]	115,067	11,400	103,667										
U	105,000	5,000	100,000		50,000	5,000	50,000		50,000	5,000			
V	99,500	29,500	70,000	5,500	60,000	24,000	10,000	4,000	10,000	20,000			
W	90,800	4,800	86,000		32,000	4,800	54,000		34,000		1,200	4,800	18,800
X [4]	72,000	52,000	20,000	52,000	20,000								
Y	70,178	13,950	56,228		48,132	13,950	8,096		8,096	13,950			
Z	64,058	45,830	18,228	31,450	10,766	14,380	7,462	10,400	2,562	3,980	4,900		
AA	62,000	12,000	50,000	10,000	45,000	2,000	5,000		5,000	2,000			
BB	50,800	8,000	42,800		34,800	8,000	8,000	8,000	8,000				
CC	43,596	10,000	33,596	5,000	17,965	5,000	15,631		4,790	5,000	1,125		9,716
DD [4]	40,200	6,200	34,000	800	34,000	5,400		3,400		2,000			
EE [4]	15,960	7,860	8,100	3,360	6,000	4,500	2,100		2,100	4,500			

[1] The code designations for institutions in table 4 are not necessarily the same as in table 3.

[2] These institutions listed alphabetically by States (*not* the same order as in this table) are: University of Arizona, University of Colorado, Florida State University, Georgia Institute of Technology, University of Idaho, University of Illinois, Purdue University, State University of Iowa, University of Kansas, Louisiana State University, University of Massachusetts, Michigan State University, University of Minnesota, Mississippi State College, University of Missouri, Montana State College, University of Nevada, University of North Carolina, University of North Dakota, Oklahoma A and M College, University of Oklahoma, University of Oregon, University of South Carolina, A and M College of Texas, Texas Technological College, University of Texas, University of Vermont, Virginia Polytechnic Institute, State College of Washington, West Virginia University, University of Wyoming.

[3] No further breakdown was supplied concerning sources of funds.

[4] The highest degree offered in each of these institutions is the master's degree. Each of the other institutions offers the doctoral degree in one or more areas, usually several.

Earned Degrees Conferred: 1955–56

THE TABLE below and on the succeeding pages reports results from the Office of Education's most recent annual survey of earned degrees (for the year July 1, 1955, through June 30, 1956). The term "degree," as used in this survey, refers to bachelor's and higher degrees, based on at least 4 years of college-grade work, conferred by institutions of higher education in the United States and its outlying parts (Alaska, Hawaii, etc.).

Two distinguishing features of the 1955–56 survey require mention: (1) The number of line-entries listed in the questionnaire for 1955–56 was considerably greater than in the 1954–55 study: 160 vs. 69; (2) the directions to the registrars who supplied the information were much more complete in 1955–56 than in 1954–55. This presumably has resulted in greater accuracy and uniformity of reports by the registrars.

Earned degrees conferred, by field of study, by level of degree, and by sex: Aggregate United States,[1] 1955–56
(Advance release)

Field of study	Level of degree								
	Bachelor's and first professional [2]			Second level (master's, except first professional) [3]			Doctor's (Ph. D., Ed. D., etc.)		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
ALL FIELDS	311,298	199,571	111,727	59,370	39,343	20,027	8,815	7,930	885
Agriculture	5,141	5,030	111	839	823	16	345	339	6
Agronomy, field crops	472	469	3	182	179	3	79	77	2
Animal husbandry	1,318	1,296	22	152	150	2	46	45	1
Dairy husbandry	315	313	2	52	52	----	16	16	----
Dairy manufacturing, dairy technology	144	142	2	45	45	----	19	18	1
Farm management (excluding agricultural economics)	106	106	----	4	4	----	2	2	----
Food technology	88	84	4	24	23	1	19	19	----
Horticulture (fruit and vegetable production)	284	268	16	104	97	7	40	40	----
Ornamental horticulture (floriculture, nursery management, landscape gardening)	143	132	11	19	18	----	3	3	----
Poultry husbandry	153	152	1	44	44	----	14	14	----
Soils (soil science, soil management, soil conservation)	78	78	----	58	57	1	48	48	----
Agriculture, other specific major fields	409	408	1	89	88	1	34	34	----
Agriculture, general (general agriculture curriculum, without major specialization)	1,448	1,399	49	51	51	----	25	23	2
Agriculture—not further classified	183	183	----	15	15	----	----	----	----

See footnotes at end of table.

Earned degrees conferred, by field of study, by level of degree, and by sex: Aggregate United States,[1] 1955–56—Continued

Field of study	Level of degree								
	Bachelor's and first professional [2]			Second level (master's, except first professional) [3]			Doctor's (Ph. D., Ed. D., etc.)		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Architecture (excluding architectural engineering)	1,443	1,373	70	188	171	17	2	2	----
Biological sciences [4]	12,566	9,607	2,959	1,759	1,379	380	1,022	905	117
Biological and premedical sciences, general	4,490	3,946	544	76	67	9	13	13	----
Biology, general	5,001	3,441	1,560	371	263	108	106	85	21
Botany, general	263	166	97	142	105	37	110	99	11
Zoology, general	1,769	1,324	445	293	223	70	148	128	20
Anatomy and histology	43	41	2	56	40	16	38	29	9
Bacteriology, virology, mycology, parasitology	426	185	241	249	173	76	140	122	18
Biochemistry	48	39	9	155	122	33	146	129	17
Biophysics	6	6	----	2	2	----	12	11	1
Entomology	78	75	3	106	104	2	62	61	1
Genetics (including experimental plant and animal breeding)	6	6	----	24	22	2	36	32	4
Optometry (preprofessional bachelor's degree)	175	173	2	----	----	----	----	----	----
Pathology (except plant pathology)	----	----	----	29	29	----	8	6	2
Pharmacology (excluding pharmacy)	----	----	----	33	29	4	46	42	4
Physiology (except plant physiology)	81	43	38	102	96	6	62	56	6
Plant pathology	10	10	----	39	34	5	43	43	----
Plant physiology	12	12	----	5	4	1	9	9	----
Biological sciences, all other	158	140	18	77	66	11	43	40	3
Business and commerce	42,195	38,101	4,094	3,106	2,953	153	121	121	----
Accounting	8,828	8,409	419	439	423	16	7	7	----
Hotel and restaurant administration	324	312	12	14	12	2	----	----	----
Secretarial studies	1,278	42	1,236	15	7	8	1	1	----
Business and commerce, other specific major fields	16,178	15,060	1,118	1,622	1,547	75	62	62	----
Business and commerce, general (general curriculum without major specialization)	12,882	11,858	1,024	734	691	43	38	38	----
Business and commerce—not further classified	2,705	2,420	285	282	273	9	13	13	----
Education	70,616	19,883	50,733	30,138	16,005	14,133	1,583	1,301	282
Specialized Teaching Fields	26,884	13,801	13,083	5,904	3,567	2,337	359	290	69
Physical education (separate curriculum; or combined curriculum with health education or recreation)	8,269	5,534	2,735	1,345	979	366	92	66	26
Health education (separate curriculum)	52	20	32	102	58	44	22	19	3
Recreation (separate curriculum)	245	123	122	92	62	30	19	16	3
Education of exceptional children (all areas except education of mentally retarded and speech correction)	90	31	59	227	47	180	5	5	----
Education of mentally retarded	124	33	91	38	11	27	----	----	----
Speech correction	377	77	300	125	51	74	25	20	5
Agricultural education	1,169	1,167	2	429	423	6	19	19	----
Art education	1,321	472	849	290	158	132	13	8	5

See footnotes at end of table.

Earned degrees conferred, by field of study, by level of degree, and by sex: Aggregate United States,[1] 1955–56—Continued

Field of study	Level of degree								
	Bachelor's and first professional [2]			Second level (master's, except first professional) [3]			Doctor's (Ph. D., Ed. D., etc.)		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Education–Continued									
Specialized Teaching Fields—Continued									
Business education, commercial education	4,080	1,535	2,545	514	234	280	30	25	5
Distributive education (retail selling)	68	40	28	60	47	13	1	1	----
Home economics education	3,083	3	3,080	370	6	364	16	7	9
Industrial arts education (nonvocational)	2,063	2,048	15	367	360	7	23	23	----
Music education	3,925	1,715	2,210	994	654	340	41	38	3
Trade and industrial education (vocational)	609	570	39	260	232	28	4	4	----
Specialized teaching fields, all other	1,409	433	976	691	245	446	49	39	10
General Teaching Fields	42,347	5,685	36,662	9,798	3,470	6,328	228	179	49
Nursery and/or kindergarten education	709	14	695	140	----	140	1	----	1
Early childhood education (through primary grades)	2,498	35	2,463	297	22	275	1	----	1
Elementary education	35,908	4,059	31,849	5,585	1,341	4,244	89	66	23
Secondary education [5]	2,134	1,175	959	2,662	1,580	1,082	66	58	8
Combined elementary and secondary education	972	341	631	860	380	480	35	24	11
Adult education	----	----	----	32	22	10	4	3	1
Other	126	61	65	222	125	97	32	28	4
Nonteaching fields	170	83	87	12,293	7,673	4,620	912	769	143
Counseling and guidance, educational administration and supervision, educational finance, curriculum, comparative education, etc	156	77	79	5,745	3,962	1,783	505	437	68
Education, general (without specific concentration)—2d-level or higher degrees only	----	----	----	6,484	3,684	2,800	397	324	73
Other	14	6	8	64	27	37	10	8	2
Education—preprofessional bachelor's degree only	239	91	148	----	----	----	----	----	----
Education—not further classified	976	223	753	2,143	1,295	848	84	63	21
Engineering	26,312	26,236	76	4,724	4,705	19	610	610	----
English and journalism	16,842	7,131	9,711	2,072	1,115	957	377	318	59
English and literature (including comparative literature)	14,406	5,530	8,876	1,890	967	923	371	312	59
Journalism	2,436	1,601	835	182	148	34	6	6	----
Fine and applied arts	11,214	5,044	6,170	2,351	1,451	900	230	199	31
Art, general. (General curriculum, without major specialization)	2,094	786	1,308	285	169	116	1	1	----
Music, including sacred music (excluding music education)	3,070	1,283	1,787	1,067	692	375	80	72	8
Speech and dramatic arts (excluding speech correction)	3,434	1,632	1,802	702	385	317	127	110	17
Fine and applied arts, other specific major fields	2,233	1,205	1,028	263	185	78	20	14	6
Fine and applied arts—not further classified	383	138	245	34	20	14	2	2	----

See footnotes at end of table.

Earned degrees conferred, by field of study, by level of degree, and by sex: Aggregate United States,[1] 1955–56—Continued

Field of study	Level of degree								
	Bachelor's and first professional [2]			Second level (master's, except first professional) [3]			Doctor's (Ph. D., Ed. D., etc.)		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Foreign languages and literature	3,979	1,512	2,467	888	471	417	245	195	50
Linguistics (including phonetics and semantics)	38	21	17	41	25	16	18	17	1
Latin and/or Greek	500	348	152	120	70	50	17	11	6
Modern foreign languages	3,322	1,078	2,244	664	320	344	192	153	39
Chinese				2	1	1	5	5	
French	1,389	353	1,036	207	86	121	50	29	21
German	364	199	165	75	50	25	32	27	5
Italian	47	9	38	15	7	8			
Japanese	4	4		1		1	2	1	1
Philology and literature of Germanic languages	9	5	4	16	11	5	15	15	
Philology and literature of Romance languages	49	17	32	67	27	40	43	37	6
Russian or other Slavic languages	69	51	18	25	20	5	9	8	1
Spanish	1,323	410	913	235	108	127	32	27	5
Modern foreign languages, all other	68	30	38	21	10	11	4	4	
Foreign languages and literature, not classifiable above	119	65	54	63	56	7	18	14	4
Forestry	976	972	4	199	198	1	34	34	
Geography	651	534	117	161	129	32	46	43	3
Health professions	22,379	14,773	7,606	1,271	849	422	144	137	7
Chiropody or podiatry	142	138	4						
Dental hygiene	153		153	12	7	5			
Dentistry, D. D. S. and D. M. D. only	3,009	2,975	34						
Hospital administration	128	113	15						
Medical technology	728	79	649	12	1	11			
Medicine, M. D. only	6,853	6,498	355						
Nursing (including public health nursing; excluding nursing education)	5,315	50	5,265	240	1	239			
Occupational therapy	385	25	360	4	2	2			
Optometry (excluding preprofessional degree)	352	344	8				1	1	
Osteopathy	466	459	7	7	7				
Pharmacy (excluding pharmacology)	3,337	2,974	363	134	122	12	63	61	2
Physical therapy, physiotherapy	389	79	310	31	13	18			
Public health	152	101	51	477	354	123	23	21	2
Radiologic technology (mainly X-ray technic)	23	11	12						
Veterinary medicine, D. V. M. only	910	896	14						
Clinical dental sciences (advanced degrees only)				109	108	1	5	4	1
Clinical medical sciences (advanced degrees only)				206	197	9	36	35	1
Clinical veterinary medical sciences (advanced degrees only)				29	27	2	15	14	1
Health professions, all other	37	31	6	10	10		1	1	

See footnotes at end of table.

Earned degrees conferred, by field of study, by level of degree, and by sex: Aggregate United States,[1] 1955–57—Continued

Field of study	Level of degree								
	Bachelor's and first professional [2]			Second level (master's, except first professional) [3]			Doctor's (Ph. D., Ed. D., etc.)		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Home economics	4,708	35	4,673	451	9	442	33	5	28
Home economics, general curriculum	2,758	7	2,751	144	-------	144	4	-------	4
Child development, family relations	241	-------	241	65	4	61	10	4	6
Clothing and textiles	402	4	398	57	2	55	2	-------	2
Foods and nutrition	519	9	510	92	3	89	9	1	8
Institution management, institution administration	176	9	167	17	-------	17	3	-------	3
Home economics, other specific major fields	303	5	298	32	-------	32	5	-------	5
Home economics—not further classified	309	1	308	44	-------	44	-------	-------	-------
Law (LL. B., J. D., or higher degrees)	8,285	7,994	291	427	399	28	27	27	-------
Library science	1,592	359	1,233	173	30	143	15	14	1
Mathematical subjects	4,660	3,137	1,523	892	713	179	224	214	10
Mathematics	4,600	3,097	1,503	818	644	174	189	181	8
Statistics (including actuarial science)	60	40	20	74	69	5	35	33	2
Merchant marine—deck-officer curriculum only	172	172	-------	-------	-------	-------	-------	-------	-------
Military, Naval, or Air Force science	1,577	1,576	1	-------	-------	-------	-------	-------	-------
Philosophy	2,668	2,343	325	266	237	29	80	75	5
Philosophy (except scholastic philosophy)	1,404	1,117	287	142	124	18	57	56	1
Scholastic philosophy	1,264	1,226	38	124	113	11	23	19	4
Physical sciences [6]	11,672	10,171	1,501	2,640	2,420	220	1,635	1,567	68
Physical sciences, general (without specific major)	806	681	125	149	97	52	23	20	3
Astronomy	19	14	5	14	14	-------	20	17	3
Chemistry (excluding biochemistry)	6,178	4,996	1,182	1,159	1,030	129	976	924	52
Metallurgy (excluding metallurgical engineering)	15	15	-------	11	11	-------	1	1	-------
Meteorology	76	74	2	34	33	1	10	10	-------
Physics	2,335	2,233	102	739	716	23	457	449	8
Earth sciences	2,201	2,121	80	524	509	15	145	143	2
Geology	2,138	2,060	78	484	471	13	122	121	1
Geophysics (including seismology)	25	25	-------	17	16	1	7	7	-------
Oceanography	6	6	-------	14	14	-------	10	10	-------
Earth sciences, all other	32	30	2	9	8	1	6	5	1
Physical sciences, not classifiable above	42	37	5	10	10	-------	3	3	-------
Psychology	5,665	3,108	2,557	969	686	283	632	546	86
Religion	8,146	6,797	1,349	1,089	895	194	217	202	15
Religious education and Bible	2,893	1,866	1,027	355	193	162	38	27	11
Theology (curriculum leading specifically to first professional ministerial degree)	4,397	4,332	65	-------	-------	-------	-------	-------	-------
Theology—master's and doctor's degree only	-------	-------	-------	620	610	10	121	119	2
Religion—liberal arts curriculum, nonsectarian	777	540	237	56	44	12	50	49	1
Religion, all other	79	59	20	58	48	10	8	7	1

See footnotes at end of table.

Earned degrees conferred, by field of study, by level of degree, and by sex: Aggregate United States,[1] 1955–57—Continued

Field of study	Level of degree								
	Bachelor's and first professional [2]			Second level (master's, except first professional) [3]			Doctor's (Ph. D., Ed. D., etc.)		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Social sciences [7]	40,313	27,825	12,488	4,396	3,431	965	1,110	1,001	109
Basic [7]	36,460	25,269	11,191	3,574	2,764	810	997	896	101
Social Sciences, general (without specific major)	6,352	4,033	2,319	560	421	139	26	23	3
American civilization, American culture	351	245	106	43	33	10	15	10	5
Anthropology	308	158	150	78	56	22	47	44	3
Area studies, regional studies	165	104	61	95	77	18	23	18	5
Economics	6,584	5,908	676	576	520	56	226	215	11
History	10,540	7,339	3,201	1,111	805	306	256	229	27
International relations	396	298	98	164	122	42	33	31	2
Political science or government	5,670	4,561	1,109	505	430	75	198	183	15
Sociology	5,916	2,553	3,363	402	275	127	170	141	29
Basic social sciences, all other	178	70	108	40	25	15	3	2	1
Applied	3,853	2,556	1,297	822	667	155	113	105	8
Agricultural economics	354	351	3	172	169	3	61	61	---- --
Foreign service programs (consular and diplomatic service)	158	151	7	2	2	----	----	----	----
Industrial relations	860	809	51	174	165	9	8	6	2
Public administration	522	486	36	318	267	51	30	29	1
Social work, social administration	1,770	598	1,172	150	58	92	9	5	4
Applied social sciences, all other	189	161	28	6	6	----	5	4	1
Trade and industrial training	978	969	9	----	----	----	----	----	----
Arts, general program (without major field)	1,797	1,565	232	23	13	10	7	5	2
Sciences, general program (without major field)	1,207	899	308	70	61	9	----	----	----
Arts and sciences, general program	2,059	1,334	725	71	35	36	----	----	----
Major fields of study not classifiable above	517	370	147	108	89	19	14	12	2
Major field not identified	968	721	247	99	76	23	62	58	4

[1] "Aggregate United States" includes continental United States (48 States and District of Columbia) plus outlying parts (Alaska, Hawaii, etc.).

[2] Includes bachelor of arts, bachelor of science, and such first professional degrees as M. D., LL. B., D. D. S., and B. D. Also includes certain master's degrees when they constitute the *first professional* degree in their respective fields (see footnote 3 below).

[3] Includes degrees beyond the bachelor's or first professional level, but below the doctorate. This category does *not* include such degrees as master of library science, master of social work, master of business administration, etc., *when these constitute first professional degrees.* (See footnote 2 above.)

[4] Does not include *psychology*, which, because of its multicategory nature, has been listed independently.

[5] Includes degrees based on *secondary education* as the major field of study. Registrars were directed to classify degrees based on a *teaching major* in a particular subject-field—such as English, biology, physical sciences, business education, etc.—as degrees in English, biology, etc., and *not* as degrees in "secondary education."

[6] Does not include *geography*, which, because of its multicategory nature, has been listed independently.

[7] Does not include *geography*, *philosophy*, or *psychology*, which, because of their multicategory or comprehensive nature, have been listed independently—in alphabetic order.

Policy and College Housing

By JAMES A. VAN ZWOLL*

RECENT yearly increases in the number of students enrolled at colleges and universities throughout the United States are recognized as just the beginning of the landslide development which promises to at least double enrollments by 1970. These increases pose an array of problems, encompassing personnel, scheduling, teaching methods, instructional plant, and auxiliary plant which includes student housing.

Student Housing for Millions

Attention in this article is focused on the problem of student housing. An increase of 3 million students in the colleges and universities of this country between now and 1970 means that residential facilities will have to be provided for all these students except those who will live at home.

The need for student housing has been augmented by a contraction of the private housing which accommodated a large part of the student body when enrollments were substantially below the current figure of approximately 3 million. Student needs for housing require that housing be provided to compensate for the reduction in private residential facilities.

Action Without Plan

Faced with the housing problem, one is inclined initially to take immediate action to bring about an early solution. Such stress upon early solutions tends to obscure the scope of the problem. The result is a possible series of unrelated solutions which do not add up to the solution that would have resulted from broader understanding of the problem.

Whatever has been done becomes to some extent a guide to further action. Practices related to limited situations and relatively unconsidered action become, in effect, unofficial and generally unwritten policies. Since these practices have emerged to cope only with the specific problem at hand, they are not intended to serve as guides and cannot be expected to provide optimum direction.

*Professor of education, University of Maryland and a consultant to the Office of Education, Division of Higher Education.

Need To Chart the Course of Housing

In view of the scope of the problem of housing students for the expanding enrollments of the next 15 years, it seems desirable that time and thought be devoted to the careful charting of the course that should be pursued in providing necessary housing facilities for students. This charting of the course logically finds its expression in a written statement of policy for the planning and construction of all student housing.

Existing Housing Policies

A recent questionnaire survey of housing policies in the 52 land-grant colleges and universities attended predominantly by white students brought returns from all except one.[1] Nine of these institutions had written statements of policy on student housing for the 1939–40 school year. Fifteen years later, eight of these nine institutions were still providing student housing in accordance with written policies. However, some of them had considerably modified policy to meet changing conditions. Two institutions had modified their housing policies so as to provide for the anticipated enrollment increases to 1970.

Modifications of earlier policies had recognized the effect of modern transportation upon the student commuter and the need to extend policy to include a greater proportion of the student body than had been considered before.

In a separate study involving a sample of 104 colleges and universities, responses from deans and administrators showed that an average of 77 percent of institutions of small, medium, and large enrollments had policies providing for the housing on the campus of as many of their students as possible.[2] Moreover, the bulletins and catalogs of a large number of colleges and universities indicate that, whether

[1] Adolph J. Koenig, Policy Changes in a Selected Group of Institutions of Higher Learning in Regard to the Number of Students to be Housed. Unpublished M. A. thesis, University of Maryland, 1955.

[2] S. Earl Thompson, "Historical Note On College Housing," *Bulletin of the American Institute of Architects*, July–August, 1956, p. 100–101.

or not they have well-defined student-housing policies, many of them do have some kind of working arrangement which serves as policy.

The continued seriousness of student-housing problems—dormitories for single students, apartments for married students, and special provisions for graduate students—points up the necessity of providing for action in a long-range program to make available student housing and related facilities.

Housing Policy Statement

The development of a housing policy statement is the first step toward charting the course of student housing. It defines the students who are covered, indicates where those who are covered shall live, and provides for such exceptions as may be included in the plan.

To date, policy statements seem to follow a fairly common pattern, with minor variations. They usually cover students in the following order: Freshman women, undergraduate women from out of town, undergraduate women in general, and women in general, under-age freshmen, men who are admitted as first semester freshmen, new students who are single and who live beyond commuting distance, freshman and sophomore men, and "all" other students.

The statements of policy reviewed indicate that a building program will be necessary to provide housing for the students for whom campus residence is already mandatory. Whether the statement of policy is sufficiently inclusive to cover the residential facilities needed for other students should be considered by the individual institutions confronted by problems of student housing now and throughout the foreseeable future.

In indicating where students lived the respondents to the survey specified residence halls, dormitories, sorority houses, women's cooperative houses, campus housing, and houses off the campus operated by the institution. Although they did not mention fraternities, institutions that permit women to live in sorority houses usually permit men to live in fraternity houses. Designation of sorority houses and lack of reference to fraternities probably reflect merely the emphasis that has been given to institutionally controlled housing for women students in the past.

Where exceptions are included in policy, they provide for special and approved arrangements made for specified students. Such exceptions are generally considered to be necessary either because of the limited number of student residential facilities institutionally owned and operated or because of the residence of some students with their parents or with other close relatives in the vicinity of the institution. In all cases in which the statement of housing policy provides for exceptions, the approval of the appropriate dean of men or of women—or the ruling of an administrative council of some sort—is required.

Student Housing Before World War II

College and university enrollments rose from just under 600,000 in the 1919–20 school year to 1.1 million 10 years later, and then to 1.7 million in the 1945–46 school year.

Prior to World War II it was common, if often unwritten, policy to expect students to find such accommodations as they could in private residences which had been converted wholly or in part to student rooming uses. Institutions discharged their responsibility by approving houses for use by students. During those years, the provision for having students reside in private rooms and in the few existing dormitories served reasonably well under prevailing conditions and precluded widespread concern about student housing.

The adequacy of pre-World War II college housing may be attributed to the relatively small number of students who attended colleges and universities and the existence, in proximity to the educational institution, of substantial dwellings which had graced an era when the large family was not unusual and the home was the center for the leisure-time activities of the family.

During a period of smaller families and of transportation facilities which brought within reasonable range many attractions away from home, the large old residences became obsolete in terms of their original functions. A college or university population, growing along with the general population and with the developments of a highly technological society, for a time gave the old residences a new lease on life as rooming houses for students.

Student Housing During World War II

With a cessation of increases and, in fact, some decreases in college and university enrollments during World War II, in many instances the student-housing situation nevertheless became more critical than before because of the effect of defense and war activ-

ities upon housing in general. Where students had enjoyed a clear field in the college town's private homes and rooming houses, during the war defense workers were able to outbid them for available accommodations.

Post-World War II Student Housing

After World War II, increases in college and university enrollments were stimulated by educational benefits which induced many veterans to attend institutions of higher education. Shortly after the veteran bulge in enrollments had almost disappeared, the increases incident to population growth and other factors brought current enrollments to approximately 3 million.

To a large extent, the housing of students during the immediate postwar years was made possible through the provision of barracks and other types of facilities, no longer required for military purposes, which were made available to various agencies, including colleges and universities.

Because of population growth and technological developments, there seems no doubt that college and university enrollments will continue upward for at least the next 15 years. Pressed by increases, colleges and universities have been building dormitories, apartments, and related facilities on an unprecedented scale but practically certain of being surpassed in the future.

Student Housing: One Key to Institutional Growth

At institutions of higher education, the progressive increases in enrollments serve as a writing-on-the-wall for the administrative officials. The growth of the institution and its effectiveness as an institution of higher education may be seen as partially depedent upon and closely related to the housing which it makes available for its students.

During recent years, educators have recognized that students are able to achieve their potentials academically, as well as socially, to a greater degree when their living conditions are planned as part of campus life and to the end that they may be stimulated to do the best work of which they are capable.

Campus Expansion and Housing Responsibility

As colleges and universities have found it necessary to expand their campuses under the pressures of increased enrollments, they have acquired adjoining properties, razed the buildings, and constructed the kinds of facilities for which they have secured the additional sites. Many of the buildings razed were former student rooming houses. This action has increased still further the institution's responsibility for student housing.

Meeting Student-Housing Needs

Colleges have met the student-housing need in various ways. Some have made haphazard provision for a few facilities. Others have planned and carried out a comprehensive program for providing student housing and related facilities. The related facilities usually include provisions for preparing and serving the food needed by students who live on campus, for providing health services, and for furnishing in general the other physical facilities in an environment which is conducive to a program of student learning and living on campus.

Despite anticipated enrollment increases, the problem of providing student housing developed, in many instances, somewhat unexpectedly. Because of lack of immediate appreciation of the magnitude of the problem and the newness of the job of providing on a large scale for student housing, some tendency by college officials tended to plan dormitories and apartments reluctantly and on a piecemeal basis in terms of immediate need rather than on the long-range basis called for by the scope of the problem of housing students.

Long-Range Housing Policy

With the prospect of enrollments increasing to 6 million or more by 1970, thus at least doubling present enrollments, the development of an overall plan for the housing of students seems essential. Such a plan should reflect institutional policy and define the general purpose, the objectives, the authority, and the means through which the housing of students is to be provided over the years.

Conceptually, the purpose of housing students will be developed in terms of the importance of housing and its supporting services to the functioning of institutions of higher education. The objectives will be determined by the general purpose of the institution and of the number, the proportion, and the kind of students to be enrolled and for whom campus housing is to be provided. The authority will be the housing policy, which is to the institution what statutes are to the State. This policy will be legislated by the board of regents or trustees and administered

by the officials to whom powers of execution are delegated. In addition to the agents through whom the housing program is to be put into effect, the policy must designate a plan for financing the necessary construction. For the public institution the means may involve the use of revenues derived from the housing activity itself, endowments specified for such use, and/or appropriations by the State legislature or other public bodies. For the nonpublic institution, revenue receipts, gifts, endowments, and contributions from supporting agencies may provide the means for financing construction. In either instance appropriating bodies may make available grant or loan funds for the immediate financing of construction.

The day is past in which unit-by-unit planning, lack of perspective, and haphazardness may be expected to produce desirable and workable results. The magnitude of the student-housing problem already at hand and of that which is recognized as being in the immediate offing is such that careful and yet bold, imaginative, and comprehensive planning is the order of the day from now until at least 1970 in the field of student housing and the facilities incident to it.

Chief for Natural Sciences and Mathematics Joins Office of Education Staff

CLARENCE B. LINDQUIST, on February 18, 1957, assumed his duties as Chief for Natural Sciences and Mathematics in the Office of Education's division of higher education. His appointment marks a further step in the program of making the Office of greater service to institutions of higher education. The new position is especially important at this time when acute problems exist in the science and mathematics field. The office of the chief will become a clearinghouse for curricular, research, teaching, and personnel problems in the broad subject-matter areas assigned it.

Dr. Lindquist had an outstanding undergraduate record at the Wisconsin State Teachers College, Superior, and a distinguished graduate record at the University of Wisconsin, where he received the M. Ph. degree in 1939 and the Ph. D. in mathematics in 1941. He is a member of Sigma XI, and of the American Mathematical Society, the Mathematical Association of America, and the National Education Association. After service on the U. S. Naval Academy mathematics staff and becoming a lieutenant in the Navy, he became in 1946 an associate professor of mathematics at the Duluth State Teachers College, now the Duluth Branch of the University of Minnesota. Dr. Lindquist came to the Office of Education from the Duluth institution where, since 1953, he had been professor of mathematics and head of the department of mathematics and engineering.

Science and Mathematics Summer Institutes

APPROXIMATELY 4,500 high-school and 250 college teachers of science and mathematics will benefit during the summer of 1957 from teacher-training programs sponsored by the National Science Foundation at summer institutes in 95 colleges and universities throughout the United States and its Territories.

Awards of the grants for the support of the summer institutes total $4,800,000. Eighty-six of the institutes will be open only to high-school teachers of science or mathematics. Four will be open to both high-school and college teachers and five to college teachers only. Six institutes offering a course in radiation biology for high-school teachers are being jointly sponsored by the Foundation and the Atomic Energy Commission.

The Foundation grants to each summer institute will cover costs of tuition and other fees for a specified number of teachers—from 10 to 200, the average size to be 50. Most institutes will pay stipends directly to participating teachers at the rate of $75 a week. Additional allowances for a maximum of four dependents and for travel are provided.

Institute on College Administration

THE ANNUAL Institute on College Administration for presidents, deans, and other administrative officers will be held at the University of Michigan from July 15 to 19 inclusive. Major themes to be covered in the institute program include problems and trends in higher education, curriculum planning and administration, human relations factors in personnel administration, student personnel problems, and purposes of higher education and their implementation.

American Alumni Council Expanded Program

RECOGNIZING the need for a significant rise in the number of givers and the level of giving to American education, the American Alumni Council has intensified and expanded its program of services in support of educational fund raising. One of its primary aims will be to help in realizing the goal expressed in the theme: "One Million New Givers to American Education."

As a major step in this program, the council has recently initiated two new services to the administrative officers concerned with fund raising in its 770 member universities, colleges, and secondary schools in the United States and Canada. The services provide for the distribution of *Educational Fund Raising Guide* and *Educational Fund Raising Manual*, both of which are prepared for loose-leaf ring binders. The EFR Guide is intended as an up-to-date reference file of information fundamental to the work of fund raisers for educational institutions. The EFR Manual is the overall title given to its companion volume, a series of pamphlets to be published by the council covering each of the major elements of a comprehensive program of educational fund raising.

Through a cooperative arrangement with three other educational associations, over 1,300 university and college presidents are receiving a special "President's Edition" of the EFR guide, containing the general but not the technical data prepared for this service. Those receiving this abridged version will be the heads of the member institutions of the Association of American Colleges, the American Association of Junior Colleges, and the Council for the Advancement of Small Colleges.

In launching these two new services, the American Alumni Council has received the assistance of the Sears-Roebuck Foundation, which provided the binders and index dividers through a special grant. The intensified and expanded program of the council has been made possible by the financial assistance and encouragement of the Charles E. Merrill Family Foundation and the Association of American Colleges.

Other features of the program include expansion of the Fund Survey, conducted annually since 1938 and designed to give a more comprehensive picture of the fund-raising achievements of reporting institutions; a placement service available to all member colleges and their representatives at no charge; an index of published materials in the field; and an expansion of such existing programs as its lending library, its special mailings, and the sessions devoted to fund raising at the council's annual national and regional conferences.

Land-Grant Institutions: Enrollments, Graduate Degrees, Finances*

THE 69 land-grant colleges and universities, 17 of them attended predominantly by Negroes, enrolled in November 1954, a total of 428,399 resident college-grade students, or 17.6 percent of the resident college-grade enrollment in all institutions of higher education in the aggregate United States. At that time, the 69 land-grant institutions enrolled 22.5 percent of all resident graduate students, but conferred 24.3 percent of all second-level and 39.3 percent of all doctoral degrees awarded in 1954–55.

Land-grant institutions in 1954–55 conferred 94.3 percent of all doctorates in agriculture, 68.8 percent of those in journalism, 59 percent of those in home economics, and 50.7 percent of those in biological sciences. They conferred between 40 and 50 percent of all doctorates in engineering, mathematics, healing arts and medicine, geography, and physical sciences; between 30 and 40 percent of those in fine arts and psychology; and between 25 and 30 percent of all doctorates awarded in education, English, and social sciences.

Although supported largely by State and other non-Federal funds, the land-grant institutions receive Federal appropriations under a series of enactments that began with the Morrill Act of 1862.

Of the total current-fund income for educational and general purposes received in 1953–54 by the 1,869 institutions of higher education, the 69 land-grant institutions received 32.6 percent. In 1954–55, the total current-fund income in these 69 was nearly $1 billion ($986,723,770). Of this income, 21.1 percent came from Federal sources, a total of $208,140,622, of which $138,719,853 (66.6 percent) was for grants or contractual amounts for research other than that conducted in federally aided experiment stations.

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*Based on *Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1955*, by Neva A. Carlson, under the direction of Mabel C. Rice, in consultation with Lloyd E. Blauch, U. S. Department of Health, Education, and Welfare, Office of Education, Washington, D. C., 1956.

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From the Office of Education

Biennial Survey of Education in the United States, 1952–54, Chapter 2, Statistics of State School Systems: Organization, Staff, Pupils, and Finances 1953–54, by Samuel Schloss *and* Carol Joy Hobson, under the direction of Emery M. Foster. Washington, D. C., U. S. Government Printing Office, 1956. Paper, 141 p. 55 cents.

Education Directory, Part 4, Education Associations, by Edith Haswell Rogers. Washington, D. C., U. S. Government Printing Office, 1956. Paper, 78 p. 30 cents.

Home Economics in Colleges and Universities: Planning Space and Equipment. Prepared jointly by the American Home Economics Association and the Home Economics Branch, Office of Education. Washington, D. C., U. S. Government Printing Office, 1956. Paper, 84 p. 65 cents.

From Other Government Agencies

Annual Report of the Director of Selective Service for the Fiscal Year 1956, to the Congress of the United States, Pursuant to the Universal Military Training and Service Act as Amended. Washington, D. C., U. S. Government Printing Office, 1957. Paper, 116 p. 35 cents.

Annual Report, U. S. Department of Health, Education, and Welfare, 1955. Washington, D. C., U. S. Government Printing Office, 1956. Paper, 230 p. 65 cents.

The President's Committee on Education Beyond the High School: First Interim Report to the President. Washington, D. C., U. S. Government Printing Office, 1956. Paper, 12 p. While the supply lasts, single copies may be had free from the Committee, Department of Health, Education, and Welfare, Washington 25, D. C.

Science and Engineering in American Industry: Final Report on a 1953–1954 Survey, by U. S. Department of Labor, Bureau of Labor Statistics, for the National Science Foundation. Washington, D. C., U. S. Government Printing Office, 1956. Paper, 119 p. 70 cents.

Veterans' Benefits Administered by Departments and Agencies of the Federal Government: Digests of Laws and Basic Statistics. A Report on Veterans' Benefits in the United States by the President's Commission on Veterans' Pensions, Staff Report No. II. Washington, D. C., U. S. Government Printing Office, 1956. Paper, 328 p. $1.

Veterans in Our Society: Data on The Conditions of Military Service and on the Status of the Veteran. A Report on Veterans' Benefits in the United States by the President's Commission on Veterans' Pensions, Staff Report No. IV. Washington, D. C., U. S. Government Printing Office, 1956. Paper, 138 p. 40 cents.

Non-Government Publications

Obtain direct from the publishers. Prices are indicated when known.

The Carnegie Foundation for the Advancement of Teaching, 51st Annual Report, 1955–56. New York 17, N. Y., The Foundation, 1956. 56 p.

Frontiers of Knowledge in the Study of Man, Lynn White, Jr. (ed.). New York, N. Y., Harper and Bros., 1956. 330 p. $4.50.

Seventeen authors present what is being learned through the studies of archeology, art, history, cultural anthropology, economics, genetics, geography, history of science, linguistics, literature, mathematics, musicology, philosophy, politics, psychology, religion, and sociology; not a review of the present state of studies in a given field but rather an expression of the new humanism emerging out of today's intellectual self-scrutiny and dynamic scholarship.

The Fund for the Republic: A Report on Three Years' Work. 60 East 42d St., New York 17, N. Y., The Fund For The Republic, Inc., 1956. Paper, 82 p.

Kentucky College and University Enrollments 1955-56: Summary of College Personnel Reports.

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State Office Building, Frankfort, Ky., Kentucky Council on Public Higher Education. Processed, 23 p.

Liberal Adult Education. White Plains, N. Y., The Fund for Adult Education, 1956. 78 p.

Five addresses to a conference held in Estes Park, Colo., July, 1956.

Lovejoy's College Guide, by Clarence Lovejoy. New York, N. Y., Simon and Schuster, 1956–57. 266 p. Paper, $1.95; cloth, $3.95.

A reference book to 2,189 American colleges and universities. Nine chapters aimed at assisting students and parents in selecting a college to attend; ratings and descriptions of 2,189 institutions.

Minnesota's Stake in the Future: Higher Education, 1956–70. Report of the Governor's Committee on Higher Education. Minneapolis, Minn., Governor's Committee on Higher Education, 1956. Paper, 98 p. Copies available from State Dept. of Education, 301 State Office Bldg., St. Paul 1, Minn.

The Randall Lectures: A Businessman Looks at the Liberal Arts, by Clarence B. Randall. White Plains, N. Y., the Fund for Adult Education, 1957. Paper, 44 p. Limited number of copies available upon request to the Fund.

Recruiting and Selecting Leaders for Education, by Kenneth E. McIntyre. Austin, Tex., Southwest School Administration Center, 1956. 78 p.

Russell Sage Foundation Annual Report 1955–1956. 505 Park Ave., New York 22, N. Y., Russell Sage Foundation, 1956. Paper, 59 p.

Schools For Tomorrow: An Educator's Blueprint, by Alexander J. Stoddard. 655 Madison Avenue, New York 21, N. Y., The Fund for the Advancement of Education, 1957. Paper, 62 p. Copies available from the Fund.

Some Observations on American Education, by Robert M. Hutchins. 32 East 57th St., New York 22, N. Y., Cambridge University Press, American Branch, 1956. 112 p. $2.75.

Source Material on Scouting for Colleges, Universities, and Seminaries. New Brunswick, N. J., Boy Scouts of America, 1956. Paper, 54 p. 95 cents.

Student Leadership in American Education. 1234 Gimbel Bldg., Philadelphia 7, Pa., United States National Student Association. Paper, 36 p. Copies available from the Association.

Study Abroad: International Handbook, Fellowships, Scholarships, Educational Exchange, VIII, 1956–1957. New York 27, N. Y., Columbia University Press, 1956. Paper, 719 p. $2.

University Faculty Compensation Policies and Practices in the United States, by Herbert E. Longenecker. Urbana, Ill., University of Illinois Press, 1956. Proc., 271 p.

A study of the policies, practices, and problems related to supplemental compensation of university faculty members, carried on under the supervision and with the assistance of the Committee on Outside Activities of the Association of American Universities.

Visiting Scholars in the United States. Recipients of U. S. Government grants under the Fulbright and Smith-Mundt Acts, academic year 1956–57. 2101 Constitution Ave., NW., Washington, D. C., Conference Board of Associated Research Councils, Committee on International Exchange of Persons, 1956. Proc., 11 p.

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